

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Dr. Thomas Hall Ed.D.

Official School Name: French Road Elementary School

School Mailing Address: 488 French Road
Rochester, NY 14618-5373

County: Monroe State School Code Number: 260101060010

Telephone: (585) 242-5140 E-mail: Tom_Hall@bcsd.org
Fax: (585) 242-5156 Web URL: http://www.bcsd.org/fres.cfm

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Kevin McGowan Ed.D. Superintendent e-mail:
Kevin_McGowan@bcsd.org

District Name: Brighton CSD District Phone: (585) 242-5080

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Mark Kokanovich

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11NY18

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 2 Elementary schools
(per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 17309

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | | | # of Males | # of Females | Grade Total |
|---------------------------|------------|--------------|-------------|--|----|------------|--------------|-------------|
| PreK | 0 | 0 | 0 | | 6 | 0 | 0 | 0 |
| K | 0 | 0 | 0 | | 7 | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 | | 8 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 | | 9 | 0 | 0 | 0 |
| 3 | 124 | 139 | 263 | | 10 | 0 | 0 | 0 |
| 4 | 130 | 124 | 254 | | 11 | 0 | 0 | 0 |
| 5 | 131 | 122 | 253 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 770 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
14 % Asian
7 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
74 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|-----|---|------|
| (1) | Number of students who transferred to the school after October 1, 2009 until the end of the school year. | 17 |
| (2) | Number of students who transferred from the school after October 1, 2009 until the end of the school year. | 31 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 48 |
| (4) | Total number of students in the school as of October 1, 2009 | 770 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.06 |
| (6) | Amount in row (5) multiplied by 100. | 6 |

8. Percent limited English proficient students in the school: 3%
Total number of limited English proficient students in the school: 22
Number of languages represented, not including English: 13
Specify languages:

Albanian, Arabic, Chinese, Greek, Hebrew, Hindi, Japanese, Korean, Punjabi, Russian, Spanish, Thai, Urdu

9. Percent of students eligible for free/reduced-priced meals: 11%
 Total number of students who qualify: 86

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%
 Total number of students served: 112

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>10</u> Autism | <u>3</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>18</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>44</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>27</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>4</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---------------------------------------|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>2</u> | <u>0</u> |
| Classroom teachers | <u>35</u> | <u>5</u> |
| Special resource teachers/specialists | <u>30</u> | <u>3</u> |
| Paraprofessionals | <u>29</u> | <u>0</u> |
| Support staff | <u>14</u> | <u>7</u> |
| Total number | <u>110</u> | <u>15</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 99% | 97% | 97% | 97% | 97% |
| Daily teacher attendance | 95% | 95% | 95% | 97% | 95% |
| Teacher turnover rate | 5% | 5% | 10% | 9% | 12% |
| High school graduation rate | % | % | % | % | % |

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

| | |
|--|-----------------|
| Enrolled in a 4-year college or university | _____ % |
| Enrolled in a community college | _____ % |
| Enrolled in vocational training | _____ % |
| Found employment | _____ % |
| Military service | _____ % |
| Other | _____ % |
| Total | _____ 0% |

PART III - SUMMARY

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French Road Elementary School (FRES), in the Brighton Central School District in upstate New York, is a suburban school of 770 students in grades 3-5. The French Road community consists of diverse national, religious, and ethnic backgrounds.

The mission of the Brighton Central School District is to realize the high aspirations our community has for its children. We expect all students to achieve their full potential for personal development, educational success, and lifelong learning. We are committed to equipping students with knowledge, values, and skills that will enrich their lives and enable them to become responsible, contributing citizens of a changing global community.

Over the past five years, FRES students have consistently performed well on state ELA and math assessments (88% meet or exceed ELA proficiency standards and 92% meet or exceed math proficiency standards). Our character education program, the FRES Star Qualities, identifies Respect, Responsibility, Self Control, Kindness, and Integrity, as the foundation for everything we do. To assist in promoting a bully-free environment, FRES adopted the Purple Hands Pledge that states, “*I will not use my hands or my words for hurting myself or others.*” Students recite this pledge each morning. Through positive actions and words, students carry out this message throughout the day. Each morning, we ask everyone to exhibit the Star Qualities and the Purple Hands Pledge by not only reciting the pledge, but by living it. As we model at FRES, “Don’t just say it, live it!”

Our Star Quality Team (SQT), made up of parents, students, teachers, support staff, and administrators, meets regularly to plan exciting and meaningful character education activities. The SQT has been working for the past four years to develop a common and consistent language to provide clear expectations defining conduct across all settings. Everyone has been trained in using the Star Quality language, including paraprofessionals, bus drivers, custodians, secretaries, nurses, special area teachers, and classroom teachers. As a school team, we have also worked diligently to create an environment that recognizes the positive behaviors that students exhibit, being proactive rather than reactive. We celebrate Star Quality students daily, with announcements on the PA and with special lunches. We use our language across all settings and within all school related topics, including academics, health, wellness, philanthropy and community service, and safety. Colorful Star Quality visual reminders are posted throughout the building, in hallways and classrooms, and in cafeteria and office spaces. Several school and classroom activities are planned for the year, including celebrating a diversity month, running a secret bus driver and lunch program that recognizes positive student behaviors, showing weekly character education movie clips at lunch, conducting student focus groups, and asking students to reflect upon how they and the people around them model the star qualities. We have found that using a common and consistent language that is promoted by ALL constituent groups of the FRES community, we have made gains in successfully addressing both behavioral and academic concerns. Students who feel positively supported and safe in their learning environment are students who perform better academically, socially, and behaviorally as they work towards meeting the challenges of becoming college and career ready.

The STAR Qualities can be witnessed by several philanthropic projects in which FRES students are involved. For the past 12 years, FRES students have stood out among America’s schools by being the top fund-raising school in the nation for the American Heart Association’s Jump Rope for Heart event. FRES students have collected more than one million dollars. Through local and regional grants from the greater Rochester Health Foundation, FRES is leading the way in promoting healthy school initiatives such as YOGAkids and healthy eating habits. Students also contribute to local food pantries, collect hats and mittens for urban school children, and collect books for local hospitals and schools.

Experiential learning is the norm at FRES as we know kids learn by doing. From our Math Investigations program, balanced approach to literacy instruction, annual Stream Study, Colonial Day, American History

Day and International Day celebrations, students experience the curriculum through authentic learning situations. Similar to the common core Star Quality language we use across all settings, our library is the learning hub for the entire school, promoting information literacy and reading for information and inspiration across all curricular areas. In 2010, the library circulated over 44,000 materials, placed over 1,200 books on reserve, and received over 25,000 online encyclopedia queries. In addition, FRES provides monthly technology instruction on Internet literacy and cyber-safety.

Along with our rigorous academic curriculum, we are also proud of our visual and performing arts program where student artwork is displayed in grant funded frames and 95% or more of students participate in instrumental music in 4th grade. The respectful and collaborative learning environment created by the FRES community is a shining STAR.

1. Assessment Results:

The New York State Testing Program for English Language Arts and Math consists of 4 performance levels. A level 4 (Exceeds Proficiency Standard) indicates that student performance demonstrates a thorough understanding of the ELA/math knowledge and skills expected at grade level. A level 3 (Meets Proficiency Standard) indicates that student performance demonstrates an understanding of the ELA/math knowledge and skills expected at grade level, a level 2 (Meets Basic Standard) indicates partial understanding, and level 1 (Below Standard) indicates performance does not demonstrate an understanding. Students scoring a 1 or 2 on assessments are provided with a double dose of instruction through academic intervention services (AIS). Teachers providing AIS pre-teach and/or re-teach targeted skills and strategies to students based upon identified needs. Further state assessment information may be found at <http://www.p12.nysed.gov/osa/>.

For the past five years, FRES students have consistently performed well on state ELA and math assessments (88% meeting or exceeding ELA state standards and 92% meeting or exceeding math state standards). Comparing 2006 and 2009 results, overall student performance in ELA and math increased at all grade levels, with math performance (3 and 4 levels) at the 5th grade level increasing from 82% to 96%.

In 2009-2010, the NYSED raised the bar for the basic and proficient performance levels causing the drop in not only FRES students' scores, but scores of students across the state. As stated by New York State, "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at:

http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html

http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

In reviewing the data for 2009-2010, there are gaps of 10 or more percentage points between the ELA and MATH test scores of all students and the test scores of the following subgroups, SES/disadvantaged students, Black or African American, and special education students. In order to address these gaps in an expedited fashion for the good of all students, we have implemented a variety of new Tier I RTI strategies which will influence all subgroups. These strategies include adopting the Fountas and Pinnell Benchmark Assessment as a school wide common reading assessment where students are benchmarked 2-3 times per year. In addition, FRES has adopted the AIMSweb fluency assessment where all students are benchmarked 3 times per year. Students performing below grade level standard are then progress monitored on a weekly basis by academic support teachers, special education teachers, and classroom teachers to ascertain whether targeted reading interventions to ensure student progress have been effective.

Math intervention for special needs students includes the recent addition of the MAP test to monitor progress of all students receiving academic intervention in math based upon their 2009-2010 NYS math performance. In addition, we have formed a collaborative learning team made up of general education

math teachers and special education teachers in grades 5-9. This team of teachers is examining data to inform the math program for special education students. Data shows that many of these students have not been meeting the standards for the various grade levels. The team is working on making necessary modifications for these struggling students while keeping the big ideas of math intact.

Additionally, a literacy coach and reading teacher were hired this year. Part of their job is to deliver on-demand professional development in the area of analyzing assessment data. They have assisted us in using DataMentor (<http://www.datamentor.org/index.cfm>) across all settings. We are able to investigate assessment data in a variety of ways to make informed instructional decisions for our general and subgroup populations. Teachers, administrators, and curriculum specialists are able to look for trend data and determine where these specific students perform poorly on specific performance indicators. Teams are also able to identify areas of strength and weakness to plan for grade level, classroom, and individual student learning.

2. Using Assessment Results:

Starting in the summer, student datafolios are prepared for every teacher. All 770 FRES students are then formally discussed at data/AIS meetings 3 times per year to monitor progress and achievement. We use the NYS assessments, the Fountas and Pinnell (F&P) Benchmark Assessment, the Measures of Academic Progress (MAP), AIMSWeb progress monitoring and benchmark assessments, practice tests for reading and writing, pre and post math benchmark assessments, as well as classroom teacher developed assessments to decide how to group, instruct, and remediate. We use these data not only to look at individual student strengths and weaknesses, but also to compare performance across entire grade levels. The input we get helps us to determine potential curricular changes as we strive to meet the needs of all students.

After administering the F&P assessment to all students in the fall and winter of each year, teachers analyze the errors in decoding and comprehension. Using this information, they form guided reading groups, literature study groups, and target skills for remediation. The F&P Benchmark Assessment's Continuum of Learning is used to plan explicit instruction, matched to the needs of students.

The AIMSWeb fluency tool is used to benchmark all students 3 times per year and progress monitor below grade level students weekly. The information gained is used to determine whether Tier 2 RTI interventions are necessary by our reading specialists and to monitor progress throughout the year for those students who receive Tier 2 or 3 supports (AIS and Special Education students).

The MAP test is used to group students by needed skill sets, to set individual goals, and to monitor growth in comprehension. Teachers and support specialists use the DesCartes provided by the test to plan individualized instruction. The scores on this test are also used to assist in identifying students needing Tier 2 or 3 interventions, as well as for challenging our high performing students with increased academic rigor.

In math, we use MAP data and pre/post benchmark assessments to determine where students are beginning in their learning for each new math unit and how they did at the end of each unit to determine next steps in the learning process.

RTI teams meet regularly to examine ways to help struggling students with academic, social, and behavioral difficulties. Team members examine all the available data as well as teacher developed qualitative data to determine which interventions would most adequately address student needs.

3. Communicating Assessment Results:

FRES communication begins with daily messages between students, parents, and teachers in homework/communication planners. Parents are encouraged to call or e-mail at any time if they have questions about information in the planner or with their child's progress. Parents generally sign off on planner communications and are routinely asked to review project, HW, and classroom or school wide

assessment information that comes home with their child. Conferences are scheduled as needed at the request of teachers or parents. In the fall, all parents are invited to Curriculum Nights where teachers talk about the classroom, grade, and state level assessments their children will be taking during the year. Fall parent conferences consist of reviewing fall benchmark assessments in reading and math and the progress students have made since the start of the year. Fifth grade students routinely take part in these conferences.

Our new standards-based report card is also shared at conferences, and two more times each year. Our report card addresses academic goals through a variety of summative and formative assessments, behavioral goals based upon our Star Qualities, and executive functioning goals through a rating on our Independence Continuum. Students' academic and behavioral achievement levels are based on a 4-3-2-1 scale, similar to the NYS student performance scale.

We conducted several parent and teacher meetings to discuss the new report card. We also educated parents on how we are assessing students based upon students' ability to meet standards rather than acquire a specific numeric or letter grade. For example, each grade level has a set of standards for reporting math fact fluency proficiency, reading proficiency based upon F&P results, and writing proficiency levels based upon common writing rubrics developed using the 6+1 Writing Traits.

In addition, we hold monthly evening and daytime PTSA meetings to communicate and educate parents about the NYS testing program, showing examples of the assessments in ELA, math, and science for all three grades. We host a special meeting annually where parents learn about and experiment with the AIMSweb fluency assessments, MAP Assessments, and our F&P Benchmark Assessments.

Communication about general student performance issues are also provided via our FRES Today and Hall's Corner weekly bulletins and monthly Board of Education reports which are broadcast to the entire Brighton community. Parents also receive mailings with individual student score reports on NYS and MAP assessments with explanations about the assessments and how to interpret the results.

4. Sharing Lessons Learned:

FRES has been a leader in the Rochester area when it comes to the development of our Response To Intervention (RTI) program. This past January, instructional leaders from FRES presented to the Genesee Valley Chapter NYS ASCD on effective practices in Response to Intervention (<http://www.mcsba.org/GVASCD/calendar/2011-01-12%20RtI-Brighton.ppt>). RTI strategies implemented at FRES are also routinely shared with the Brighton RTI Committee and four internal school RTI teams. Our primary school and middle school have adopted some of our strategies in creating RTI teams composed of heterogeneous groupings of educational professionals.

FRES has also shared its successful approach to character education and wellness with our middle and high schools. Since sharing our successes over the past three years, both schools have adopted the same five character traits that we promote through our FRES Star Qualities (Respect, Responsibility, Kindness, Self Control, and Integrity). The high school has also adopted the Purple Hands Pledge as part of its anti-bullying program. Due to our success in implementing YOGAkids at FRES as a lifelong means of addressing stress and mental health, the middle school is now engaged in bringing YOGAkids activities into their school.

Over the past few years, we have worked closely with our primary school to bridge gaps in terms of the transition of students from building to building. We have shared our successful approach in adopting a common reading assessment for grades 3-5 using F&P. This year, our primary school is adopting the F&P Benchmark Assessment as their primary approach to communicating reading levels and we are on our way to creating a common and consistent language for parents, teachers, and students. We have also shared how we incorporate independent reading into the balanced literacy program, including how to conduct reading and writing conferences to assess and address individual students' needs.

In addition, FRES instructional leaders have presented to the Rochester Area Literacy Council (RALC) on how to incorporate test taking strategies in reading instruction, to RALC and the Association of Math Teachers of the Rochester Area (AMTRA) on how to incorporate literature in math instruction, and to reading teachers in the Webster School District on how to use benchmark assessments for ELA. In conclusion, our Math TSA works closely with the staff at the University of Rochester's Warner Center for Professional Development and Educational Reform, where they provide math professional development for teachers in Brighton and surrounding districts.

1. Curriculum:

Our main academic goals at French Road are to improve ELA and math performance. Students regularly experience interdisciplinary lessons, where writing and reading become an integral part of learning about the content in all curricular areas. Students who require additional instruction are identified and interventions are put in place. Students who exceed the standards are challenged with increasingly difficult content and differentiated instruction.

ELA curriculum is delivered using a balanced literacy approach and is infused throughout the day. Students participate in guided reading groups, literature circles, writers' and readers' workshops, and independent reading and writing with accompanying conferences. They debate current events topics, critique materials they read, and write about both their responses to reading and new ideas they generate. They read a wide range of materials from various literary and informational genres. They provide evidence of their understanding of text using journals, technology, and visual and auditory presentations.

Writing instruction includes different modes and genres. Teachers and students use a school-wide rubric, using the 6+1 Traits of Writing model to analyze and assess writing. Teachers use authentic reasons for writing, such as persuasive letters, stories, creating newsletters, and writing poetry.

Math content at FRES utilizes *Investigations in Number, Data, and Space* Program to develop mathematical thinkers. Fact fluency for all operations is encouraged and practiced. Our units of study include: computation (all operations); time and measurement; geometry; place value and number sense; collecting, representing, and interpreting data; and using fractions, decimals and percents. Math lessons are inquiry based as we build a strong foundation for future mathematical studies. Opportunities for acceleration and remediation, as evidenced by data collection and teacher observation, are present to accommodate the needs of all of our students

Science instruction utilizes an inquiry approach. We integrate ELA skills in science instruction using science leveled readers, journals, and science news. Third grade students study magnetism, matter and energy, plant growth and development, and weather. Fourth grade students learn about different forms of energy, study food chains and webs through a comprehensive unit with live materials, and conduct experiments with simple machines. Fifth grade studies ecosystems, culminating with a stream study. They also study meteorology, astronomy, and geology. Students at all levels are asked to interpret, chart, and analyze data. They integrate ELA skills by recording their findings in journals.

Our social studies program at third grade compares the government, geography, culture, and economics of the U.S to Australia, Egypt, and Japan. Through hands-on projects and reading expository text, students are exposed to the lives of people around the world. Fourth grade students focus on US and New York State history, geography, economics, and government. They learn about the Haudenosaunee (Iroquois) and create projects including artifact replicas and models as part of their research projects about the tribes. Students learn about citizenship, the beginnings of democracy in our nation, and the important figures that made our nation great. Fifth grade studies North and South America. They do comparative and in-depth studies of Latin American and North American nations with regard to history, geography, government, economics, and culture. Our Latin America Day allows students to explore Latin American culture through music, foods, crafts, and authentic activities.

The goal of our art education is to help students develop an understanding of the elements of art and principles of design. Each year, students are introduced to new media, techniques, vocabulary and artists.

All students participate in 90 minutes of general music classes per 6 day cycle. The curriculum follows an Orff-based pedagogy, based on an experiential approach to learning. Chorus is offered in the morning before school to a total of 290 students this year in 4th and 5th grade.

Instrumental music lessons for band and orchestra begin in 4th grade. Approximately 95% of the fourth grade students elect to participate. Instrumental music lessons, orchestra, and band continue for any interested fifth grader.

All of our students participate in physical education class for a total of 120 minutes per 6 day cycle. We also offer an adaptive physical education class for students whose disability prohibits them from participating in the regular program.

Health instruction is delivered by a certified health teacher to all third and fourth graders. This instruction includes activities that contribute to the students' self-worth, respect for their bodies, and the ability to make safe decisions to complement their social, emotional, and physical health.

Our wellness program includes Tasty Tuesday snacks and integrated yoga activities. Eighty percent of the staff have been trained by a certified yoga instructor. Student yoga videos are accessible to the teachers to use daily in the classroom. In addition, our healthy classroom initiative provides students with a classroom culture that integrates lifetime wellness strategies into the curriculum and activities in the classroom.

2. Reading/English:

French Road classrooms use a balanced literacy approach as a means to develop a common language and shared goals in every classroom. Teachers feel the balanced literacy approach provides a framework for quality, integrated literacy instruction which can be utilized across content areas. Reading instruction includes an interactive read aloud, along with shared, guided, and independent reading. Writing instruction includes writing workshop, interactive, shared, and independent writing. The 6+1 Writing traits framework and a common scoring rubric are utilized across grade levels. Teachers are immersed in the research based best practices identified in the National Reading Panel Report in conjunction with the CCLS. Literacy instruction is rooted in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Maximizing teacher knowledge of these components to provide differentiated instruction during guided reading lessons is a priority across the building. Explicit instruction within a guided reading framework sets the foundation for the integration of these components. Examples of this include the use of phoneme manipulation, targeted word work, repeated readings, phrasing practice, and the identification and instruction of Tier 2 words. Some comprehension strategies include modeling through think alouds, scaffolded questioning, and the QAR (question-answer relationship) strategy.

Teachers make use of grade level reading series materials which provide an anthology, leveled readers, practice books, grammar and spelling materials, and assessments. FRES also houses a large guided reading library with multiple copies of leveled readers and genres which teachers use consistently. Students are administered the F&P benchmark assessment 2-3 times a year. Error analysis data from this measure is used to form guided reading groups and to assist teachers in planning targeted instruction for the ELA block.

Students identified to be “at risk” through the examination of multiple data sources are provided tiered levels of support. In addition to quality instruction in the classroom, teachers provide small group, differentiated instruction to address student needs. Academic supports are provided when students are not meeting grade level expectations. Individual student goals are established which drive the specific instruction for each learner. Weekly progress monitoring ensures student progression toward goals and/or the need for adjustment to the academic plan. Additionally, students with gaps in the area of decoding receive support with the Wilson Reading System and the Lexia computer program. The morning ELA Club is another program offered to students to provide comprehension support through instruction in reading, writing, and test taking strategies.

3. Mathematics:

Along with the NYS Standards for Mathematics and our detailed curriculum maps, FRES uses the *Investigations in Number, Data and Space* (2008) program as its core resource. This curriculum has been revised by TERC authors through a National Science Foundation Grant and incorporates NCTM Standards. TERC is currently working on aligning the curriculum with the Common Core Learning Standards (CCLS). This curriculum was designed to support students in making sense of mathematics and learn that they can be mathematical thinkers. Goals of this program include: focusing on computational fluency with whole numbers, providing substantive work in important mathematics (rational numbers, geometry, measurement, data, and early algebra), emphasizing reasoning about mathematical ideas, communicating mathematics content and pedagogy to teachers, and engaging the range of learners in understanding mathematics.

Underlying these goals are three guiding principles: students have mathematical ideas; teachers engage in ongoing learning about mathematics content, pedagogy and student learning; and teachers collaborate with students and curriculum materials to create the curriculum enacted in the classroom.

The Investigations program is based on experience from research and practice. Based on that extensive classroom testing, the curriculum takes seriously the time students need to develop a strong conceptual foundation and skills based on that foundation. Each unit focuses on an area of content in depth, providing time for students to develop and practice ideas on a variety of activities and contexts that build on each other.

FRES offers many levels of support to all students in mathematics. Differentiation takes place in all classrooms for all students. We have AIS support for students who struggle with mathematics as evidenced on their performance on the NYS Math Test, on MAP Testing and on pre and post unit assessments. AIS teachers see individual students and small groups of students in push-in and pull-out settings based on targeted needs. We also have a Morning Math Club for 3rd and 4th grade students who need additional practice with basic math concepts and with the format of the NYS Math Test.

As part of our Extended Studies Program, FRES also offers accelerated math classes to students who meet and exceed specific grade level criteria. Identified students are placed in classes that are one to two years accelerated. FRES also has a Math Team that is offered after school for all interested students who seek further challenges.

4. Additional Curriculum Area:

The FRES science program relates to the students' acquisition of essential skills and knowledge by using an inquiry based approach to learning. Drawing from the New York State Standards, our curriculum is rich, comprehensive, and challenging. Students are actively engaged in investigations that enhance their critical thinking skills while developing their communication and collaborative skills. They learn to use the scientific method to resolve discrepancies and solve problems. Some of those problems are posed for the students and some have been identified by the students themselves. Students' investigations highlight the need for interdisciplinary skills in math, reading, writing, and technology.

The mission of French Road Elementary School includes helping students to become productive, cooperative members of society. To do so require the ability to identify problems, determine how to solve them through research and collaboration, work to solve the problem, and analyze the results. All of these skills have their beginnings in the science inquiry that students conduct.

FRES students participate in investigations both in school and in the community to enhance their scientific inquiry skills. For example, fifth grade students participate in a stream study at a local park. During the study, students expand upon the ecosystems unit they study in class by conducting authentic experiments in a stream environment. They collect water samples and macro invertebrates from the stream. They use samples to evaluate the water quality, employing scientific equipment and

technology to test and record data on clarity, temperature, acidity, and water flow rate. The information gathered is compared to results from previous years. Students analyze the data and evaluate whether the health of the stream is improving or deteriorating.

Fifth graders also go to the Challenger Learning Center where they simulate a mission to Mars. Prior to the “mission,” they learn the necessary vocabulary, establish teams, learn the process skills they will need for the “mission,” and develop a respect and enthusiasm for astronomy and space travel.

Fourth graders simulate an ecosystem using anoles, setting up terrariums, making observations, recording data, and proposing conclusions based upon the data they collect. Fourth graders also participate in a videoconference with scientists to learn more about the transfer of energy. Students conduct experiments while interacting with a scientist. The level of engagement is high and NYS test results indicate that students retain what they have learned through this method of engagement.

5. Instructional Methods:

Teachers are profoundly aware that one size doesn’t fit all and one method doesn’t teach all. Differentiation of instruction is crucial to providing for the needs of the diverse population we serve. For every part of the student population, there are differentiated lessons and opportunities in regular and special education.

In ELA, students take part in guided reading groups. Students may be grouped according to reading levels, interest levels, and/or skill levels. Those groups are flexible and differentiation takes place even within those small groups. Students’ learning styles, strengths, and weaknesses are addressed through targeted instruction. Materials used include leveled texts and computer programs (Raz Kids, Lexia, and Reading A-Z). Students also participate in literature circles where their interest in and love of reading takes the form of a book club with lively discussion and expert dialogue.

In math, teachers instruct in large and small groups. Students meeting strict criteria may be invited to participate in accelerated math classes. Students with identified weaknesses receive a “double dose” of instruction from an Academic Support Instructor. Similarly, students who exhibit special strengths in curricular areas receive accelerated instruction through our extended studies program, accelerated math program, math team, and/or after school science buddies club.

Students whose first language is not English might be instructed in small groups by the ESL teacher. In addition, teachers provide differentiated vocabulary activities to ESL students. Students with learning disabilities or special needs may be instructed by a special education teacher, reading specialist, social worker, or psychologist in conjunction with the classroom teacher.

Remediation for students with identified math and reading difficulties takes many forms, including, scheduling students for targeted decoding instruction using the Wilson Reading Program, providing a summer reading school program designed around individual students’ needs, and providing research based intervention strategies via our RTI team meetings.

There are a number of examples at each grade level where students participate in differentiated authentic assessments. For example, the “Cartographers’ Convention” project in 4th grade is required of all students. While all students must meet the minimum requirements of this social studies project, which corresponds to NYS geography standards, the finished products are diverse, differentiated according to student ability.

Teachers also differentiate spelling/word work activities through their spelling. Students take pre-tests, which help teachers determine which students will have regular or challenge words for the week. This then leads to differentiated practice activities for the week.

6. Professional Development:

Educators at FRES understand the need to sharpen their skills and keep up to date on what works best to meet the needs of students. Through differentiated trainings, collaborative study groups, school-wide workshops, video conferences, and local and national conferences, teachers and administrators use assessment data and surveys to determine professional development needs. Within our building, teachers also participate in inter-department collaboration and professional development through monthly team meetings, faculty meetings, and by serving on subject area committees.

An example of how we promote professional development and influence student learning is through our regular review of assessment data. In reviewing our social studies data, we realized that the percentage of students who scored at level 4 decreased from 52% in 2005 to 38% in 2007. We called for representatives from different grade levels to study the data and the curriculum and identify the power standards that all students should master by the end of fifth grade. We then worked in teams to develop activities designed to review and re-teach the concepts for mastery. In two years, student performance at the 4 level increased to 68% in 2008 and 61% in 2009. Our overall performance of level 3 and 4 also increased to 97% in 2008 and 99% in 2009. FRES went from being ranked #5 in performance in Monroe 1 BOCES to #1.

Improving literacy and developing tools for monitoring student learning have been a school wide goal for the past few years. Teachers at FRES have been formally trained in how to use the F&P Benchmark Assessment, System, guided reading instruction, independent reading, and the 6 + 1 Traits of Writing. Our literacy coach and reading teacher provide staff with daily PD through collaborative study groups in holding writing conferences, teaching struggling readers, developing reading fluency, and implementing “The Big Five.”

A need for common assessments in mathematics prompted teachers to develop math benchmark assessments, math fluency assessments, and rubrics at every grade level. We are now collaboratively developing steps to revise our curriculum maps to incorporate the CCLS.

Another goal of FRES was to develop an effective RTI program. We began with a collaborative study group, attended workshops by leaders in the RTI movement, and organized our first teams four years ago. We now have four heterogeneous teams who use their collective expertise to identify goals for students, recommend interventions, and monitor the effectiveness of the interventions, revising as needed.

7. School Leadership:

At FRES, everything begins with setting specific, measurable, achievable, and timely goals that directly relate to improving student achievement. These goals are reviewed and developed through monthly meetings of Team Leaders, our building shared decision making body. The team consists of grade level and support services teachers, instructional specialists, a literacy coach, a reading teacher, a library media specialist, special area teachers, administrators, parents, and support staff. The principal and teacher leaders prepare agendas for Team Leaders and the principal facilitates each meeting. In addition to reviewing goals, Team Leaders assists in the budget process each year by directing human and financial resources to meeting the upcoming goals for the year. One of the key decisions we have made in the past three years that has significantly influenced our ability to improve student learning is our adoption of the F&P Benchmark Assessment program.

Our Instructional Leadership Team (ILT), composed of all curriculum specialists and administrators, also assists in developing implementation plans for carrying out the goals set forth by Team Leaders. ILT meets weekly during the summer and school year to discuss implementation plans and progress in achieving goals. ILT also plans professional development activities to best meet the needs of our students and teachers, and proposes goal plans to Team Leaders. Administration is involved in each of these meetings and works collaboratively to facilitate the work of ILT.

In order to influence targeted student achievement on a Tier I level, we are currently reviewing our assessment practices to determine the efficacy of our assessments and to determine what training teachers might be needed to maximize their use of the data derived from our assessments. Our School Wide Assessment Committee (SWAC), made up of all constituent groups, is meeting throughout the year and reports directly to Team Leaders. SWAC is also serving as our building level data team to address the implications of RTTT and use of data to make instructional changes. We are reviewing our approach to collecting and using data, including holding three professional development days devoted to the topic of data and assessment.

The FRES leadership structure promotes a collaborative approach to governance, with the belief that everyone works together for the betterment of our students. We also believe that much of the knowledge and experience to assist in planning for improvement can be found right within our own building and district.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Testing Program Math Test

Edition/Publication Year: 2006/2007/2008/2009/2010 Publisher: CTB McGraw Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 80 | 97 | 98 | 92 | 93 |
| 4 Exceeds Proficiency Standard | 43 | 42 | 39 | 33 | 28 |
| Number of students tested | 260 | 232 | 264 | 246 | 270 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 61 | 89 | 96 | 67 | 88 |
| 4 Exceeds Proficiency Standard | 17 | 11 | 26 | 11 | 6 |
| Number of students tested | 36 | 27 | 27 | 18 | 16 |
| 2. African American Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 64 | 95 | 100 | 64 | 89 |
| 4 Exceeds Proficiency Standard | 14 | 15 | 12 | 27 | 22 |
| Number of students tested | 14 | 20 | 17 | 11 | 18 |
| 3. Hispanic or Latino Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 70 | | | 87 | |
| 4 Exceeds Proficiency Standard | 30 | | | 27 | |
| Number of students tested | 10 | | | 15 | |
| 4. Special Education Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 45 | 82 | 92 | 72 | 72 |
| 4 Exceeds Proficiency Standard | 15 | 6 | 14 | 16 | 6 |
| Number of students tested | 33 | 33 | 36 | 32 | 32 |
| 5. English Language Learner Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 44 | | | | 83 |
| 4 Exceeds Proficiency Standard | 13 | | | | 8 |
| Number of students tested | 16 | | | | 12 |
| 6. white | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 84 | 98 | 98 | 93 | 94 |
| 4 Exceeds Proficiency Standard | 46 | 45 | 39 | 34 | 26 |
| Number of students tested | 194 | 175 | 203 | 183 | 207 |
| NOTES: Alternative assessments were given to special education students as per their Individualized Education Plan (IEP) as determined by the Committee on Special Education. For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar | | | | | |

in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

11NY18

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NYS Testing Program English Language Arts Test

Edition/Publication Year:
2006/2007/2008/2009/2010

Publisher: CTB McGraw Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Jan | Jan | Jan | Jan |
| SCHOOL SCORES | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 75 | 86 | 91 | 89 | 82 |
| 4 Exceeds Proficiency Standard | 24 | 19 | 26 | 31 | 10 |
| Number of students tested | 258 | 226 | 264 | 239 | 258 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 2 | 5 | 0 | 3 | 11 |
| Percent of students alternatively assessed | 1 | 2 | 0 | 1 | 4 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 53 | 48 | 74 | 56 | 62 |
| 4 Exceeds Proficiency Standard | 24 | 7 | 15 | 6 | 8 |
| Number of students tested | 34 | 27 | 27 | 18 | 13 |
| 2. African American Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 64 | 67 | 75 | 73 | 72 |
| 4 Exceeds Proficiency Standard | 14 | 0 | 19 | 18 | 0 |
| Number of students tested | 14 | 18 | 16 | 11 | 18 |
| 3. Hispanic or Latino Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 50 | | 80 | 80 | |
| 4 Exceeds Proficiency Standard | 20 | | 10 | 33 | |
| Number of students tested | 10 | | 10 | 15 | |
| 4. Special Education Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 27 | 31 | 72 | 66 | 38 |
| 4 Exceeds Proficiency Standard | 9 | 3 | 8 | 16 | 0 |
| Number of students tested | 33 | 32 | 36 | 32 | 32 |
| 5. English Language Learner Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 23 | | | | |
| 4 Exceeds Proficiency Standard | 8 | | | | |
| Number of students tested | 13 | | | | |
| 6. white | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 78 | 89 | 94 | 90 | 83 |
| 4 Exceeds Proficiency Standard | 27 | 22 | 28 | 30 | 11 |
| Number of students tested | 193 | 175 | 203 | 181 | 201 |
| NOTES: Alternative assessments were given to special education students as per their Individualized Education Plan (IEP) as | | | | | |

determined by the Committee on Special Education. "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

11NY18

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NYS Testing Program Math Test

Edition/Publication Year: 2006/2007/2008/2009/2010 Publisher: CTB McGraw Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 85 | 96 | 95 | 97 | 93 |
| 4 Exceeds Proficiency Standard | 46 | 52 | 49 | 49 | 38 |
| Number of students tested | 239 | 272 | 262 | 262 | 268 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 2 | 2 | 2 | 0 | 2 |
| Percent of students alternatively assessed | 1 | 1 | 1 | 0 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 56 | 86 | 79 | 93 | 95 |
| 4 Exceeds Proficiency Standard | 15 | 34 | 33 | 21 | 47 |
| Number of students tested | 27 | 35 | 24 | 14 | 19 |
| 2. African American Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 53 | 78 | 92 | 88 | 100 |
| 4 Exceeds Proficiency Standard | 11 | 22 | 42 | 18 | 33 |
| Number of students tested | 19 | 18 | 12 | 17 | 15 |
| 3. Hispanic or Latino Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | | 100 | 87 | | 92 |
| 4 Exceeds Proficiency Standard | | 30 | 53 | | 17 |
| Number of students tested | | 10 | 15 | | 12 |
| 4. Special Education Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 41 | 82 | 71 | 86 | 63 |
| 4 Exceeds Proficiency Standard | 9 | 23 | 21 | 25 | 6 |
| Number of students tested | 34 | 39 | 34 | 36 | 32 |
| 5. English Language Learner Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | | | | | 93 |
| 4 Exceeds Proficiency Standard | | | | | 20 |
| Number of students tested | | | | | 15 |
| 6. white | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 88 | 97 | 95 | 97 | 91 |
| 4 Exceeds Proficiency Standard | 48 | 55 | 46 | 49 | 41 |
| Number of students tested | 183 | 211 | 196 | 201 | 195 |
| NOTES: Alternative assessments were given to special education students as per their Individualized Education Plan (IEP) as determined by the Committee on Special Education. For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or | | | | | |

above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

11NY18

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYS Testing Program English Language Arts Test

Edition/Publication Year:
2010/2009/2008/2007/2006

Publisher: CTB McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Jan | Jan | Jan | Jan |
| SCHOOL SCORES | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 79 | 96 | 90 | 89 | 87 |
| 4 Exceeds Proficiency Standard | 13 | 13 | 15 | 17 | 18 |
| Number of students tested | 237 | 269 | 256 | 260 | 256 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 2 | 3 | 5 | 0 | 13 |
| Percent of students alternatively assessed | 1 | 1 | 2 | 0 | 5 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 46 | 91 | 63 | 64 | 79 |
| 4 Exceeds Proficiency Standard | 0 | 6 | 4 | 7 | 0 |
| Number of students tested | 26 | 33 | 24 | 14 | 14 |
| 2. African American Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 53 | 71 | 75 | 76 | 80 |
| 4 Exceeds Proficiency Standard | 0 | 12 | 0 | 12 | 7 |
| Number of students tested | 19 | 17 | 12 | 17 | 15 |
| 3. Hispanic or Latino Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | | 100 | 93 | | 83 |
| 4 Exceeds Proficiency Standard | | 10 | 21 | | 8 |
| Number of students tested | | 10 | 14 | | 12 |
| 4. Special Education Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 26 | 92 | 70 | 67 | 43 |
| 4 Exceeds Proficiency Standard | 0 | 0 | 0 | 0 | 3 |
| Number of students tested | 34 | 38 | 33 | 36 | 30 |
| 5. English Language Learner Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | | | | | |
| 4 Exceeds Proficiency Standard | | | | | |
| Number of students tested | | | | | |
| 6. White | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 81 | 98 | 91 | 91 | 87 |
| 4 Exceeds Proficiency Standard | 13 | 12 | 13 | 19 | 19 |
| Number of students tested | 183 | 210 | 193 | 200 | 194 |
| NOTES: Alternative assessments were given to special education students as per their Individualized Education Plan (IEP) as | | | | | |

determined by the Committee on Special Education. For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

11NY18

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NYS Testing Program Math Test

Edition/Publication Year: 2006/2007/2008/2009/2010 Publisher: CTB McGraw Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 88 | 96 | 96 | 90 | 82 |
| 4 Exceeds Proficiency Standard | 43 | 54 | 50 | 39 | 26 |
| Number of students tested | 277 | 270 | 279 | 258 | 262 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | 2 | 0 | 1 | 0 |
| Percent of students alternatively assessed | 1 | 1 | 0 | 1 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 68 | 78 | 89 | 89 | 70 |
| 4 Exceeds Proficiency Standard | 32 | 25 | 29 | 32 | 7 |
| Number of students tested | 25 | 32 | 28 | 19 | 27 |
| 2. African American Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 59 | 87 | 76 | 85 | 54 |
| 4 Exceeds Proficiency Standard | 12 | 13 | 32 | 23 | 0 |
| Number of students tested | 17 | 15 | 25 | 13 | 13 |
| 3. Hispanic or Latino Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 85 | 88 | | 100 | |
| 4 Exceeds Proficiency Standard | 31 | 44 | | 50 | |
| Number of students tested | 13 | 16 | | 10 | |
| 4. Special Education Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 64 | 72 | 87 | 48 | 46 |
| 4 Exceeds Proficiency Standard | 14 | 14 | 17 | 6 | 0 |
| Number of students tested | 44 | 36 | 46 | 31 | 37 |
| 5. English Language Learner Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | | | | 75 | |
| 4 Exceeds Proficiency Standard | | | | 17 | |
| Number of students tested | | | | 12 | |
| 6. white | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 90 | 97 | 98 | 90 | 84 |
| 4 Exceeds Proficiency Standard | 44 | 55 | 50 | 39 | 28 |
| Number of students tested | 212 | 199 | 207 | 191 | 210 |

NOTES: Alternative assessments were given to special education students as per their Individualized Education Plan (IEP) as determined by the Committee on Special Education. For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or

above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

11NY18

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NYS Testing Program English Language Arts Test

Edition/Publication Year:
2010/2009/2008/2007/2006

Publisher: CTB McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Jan | Jan | Jan | Jan |
| SCHOOL SCORES | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 82 | 95 | 93 | 90 | 87 |
| 4 Exceeds Proficiency Standard | 27 | 28 | 13 | 17 | 31 |
| Number of students tested | 276 | 268 | 278 | 254 | 258 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 3 | 3 | 1 | 5 | 0 |
| Percent of students alternatively assessed | 1 | 1 | 0 | 2 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 75 | 72 | 79 | 72 | 83 |
| 4 Exceeds Proficiency Standard | 13 | 9 | 7 | 6 | 17 |
| Number of students tested | 24 | 32 | 28 | 18 | 24 |
| 2. African American Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 59 | 79 | 80 | 85 | 85 |
| 4 Exceeds Proficiency Standard | 0 | 21 | 12 | 8 | 0 |
| Number of students tested | 17 | 14 | 25 | 13 | 13 |
| 3. Hispanic or Latino Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 77 | 88 | | 100 | |
| 4 Exceeds Proficiency Standard | 23 | 25 | | 20 | |
| Number of students tested | 13 | 16 | | 10 | |
| 4. Special Education Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 57 | 78 | 74 | 58 | 59 |
| 4 Exceeds Proficiency Standard | 5 | 8 | 2 | 3 | 0 |
| Number of students tested | 44 | 36 | 46 | 31 | 37 |
| 5. English Language Learner Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | | | | | |
| 4 Exceeds Proficiency Standard | | | | | |
| Number of students tested | | | | | |
| 6. white | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 84 | 96 | 93 | 90 | 88 |
| 4 Exceeds Proficiency Standard | 28 | 28 | 11 | 17 | 33 |
| Number of students tested | 211 | 200 | 206 | 190 | 208 |
| NOTES: Alternative assessments were given to special education students as per their Individualized Education Plan (IEP) as | | | | | |

determined by the Committee on Special Education. For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

11NY18

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: School Average

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 84 | 96 | 96 | 93 | 89 |
| 4 Exceeds Proficiency Standard | 44 | 49 | 46 | 40 | 31 |
| Number of students tested | 776 | 774 | 805 | 766 | 800 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 3 | 4 | 2 | 1 | 2 |
| Percent of students alternatively assessed | 1 | 1 | 1 | 1 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 62 | 84 | 88 | 83 | 84 |
| 4 Exceeds Proficiency Standard | 21 | 23 | 29 | 21 | 20 |
| Number of students tested | 88 | 94 | 79 | 51 | 62 |
| 2. African American Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 59 | 87 | 89 | 79 | 81 |
| 4 Exceeds Proficiency Standard | 12 | 17 | 29 | 23 | 18 |
| Number of students tested | 50 | 53 | 54 | 41 | 46 |
| 3. Hispanic or Latino Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 78 | 90 | 92 | 92 | 86 |
| 4 Exceeds Proficiency Standard | 40 | 30 | 33 | 34 | 17 |
| Number of students tested | 28 | 32 | 32 | 33 | 25 |
| 4. Special Education Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 50 | 79 | 83 | 69 | 68 |
| 4 Exceeds Proficiency Standard | 13 | 14 | 17 | 16 | 6 |
| Number of students tested | 111 | 108 | 116 | 99 | 101 |
| 5. English Language Learner Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 59 | 100 | 87 | 88 | 73 |
| 4 Exceeds Proficiency Standard | 18 | 36 | 18 | 17 | 9 |
| Number of students tested | 26 | 16 | 15 | 27 | 34 |
| 6. white | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 87 | 97 | 97 | 93 | 90 |
| 4 Exceeds Proficiency Standard | 46 | 52 | 45 | 41 | 32 |
| Number of students tested | 589 | 585 | 606 | 575 | 612 |

NOTES: Alternative assessments were given to special education students as per their Individualized Education Plan (IEP) as determined by the Committee on Special Education. For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation.

A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html"

11NY18

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: School Average

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Jan | Jan | Jan | Jan |
| SCHOOL SCORES | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 79 | 92 | 91 | 89 | 85 |
| 4 Exceeds Proficiency Standard | 21 | 20 | 18 | 22 | 20 |
| Number of students tested | 771 | 763 | 798 | 753 | 772 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 7 | 11 | 6 | 8 | 24 |
| Percent of students alternatively assessed | 1 | 1 | 1 | 1 | 5 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 58 | 70 | 72 | 64 | 75 |
| 4 Exceeds Proficiency Standard | 12 | 7 | 9 | 6 | 8 |
| Number of students tested | 84 | 92 | 79 | 50 | 51 |
| 2. African American Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 59 | 72 | 77 | 78 | 79 |
| 4 Exceeds Proficiency Standard | 5 | 11 | 10 | 13 | 2 |
| Number of students tested | 50 | 49 | 53 | 41 | 46 |
| 3. Hispanic or Latino Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 62 | 85 | 91 | 81 | 71 |
| 4 Exceeds Proficiency Standard | 14 | 12 | 15 | 22 | 9 |
| Number of students tested | 28 | 32 | 32 | 33 | 24 |
| 4. Special Education Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 37 | 67 | 72 | 64 | 47 |
| 4 Exceeds Proficiency Standard | 5 | 4 | 3 | 6 | 1 |
| Number of students tested | 111 | 106 | 115 | 99 | 99 |
| 5. English Language Learner Students | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 41 | | 44 | 43 | |
| 4 Exceeds Proficiency Standard | 8 | | 0 | 25 | |
| Number of students tested | 19 | | 12 | 17 | |
| 6. white | | | | | |
| 3 Meets Proficiency Standard and 4 Exceeds Proficiency Standard | 81 | 94 | 93 | 90 | 86 |
| 4 Exceeds Proficiency Standard | 23 | 21 | 17 | 22 | 21 |
| Number of students tested | 587 | 585 | 602 | 571 | 603 |

NOTES: Alternative assessments were given to special education students as per their Individualized Education Plan (IEP) as determined by the Committee on Special Education. For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation.

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